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Book Reviews

Herodotos: Für den Schulgebrauch erklärt. Von DR. K. ABICHT.
Dritter Band, Bücher V und VI. Vierte verbesserte Auflage.
Leipzig und Berlin: Druck und Verlag von B. G. Teubner,
1906.

This fourth edition of the fifth and sixth books of Herodotus, which follows the third edition after an interval of twenty-three years, does not vary much from the preceding editions.

It accepts the contracted forms of the verbs in *αω*, but is inconsistent in the use of forms from the *εω* verbs.

There has been in this edition a slight addition to the length of the commentary, chiefly due to the increase of references to parallel passages and to a little more assistance in the matter of interpretation. The notes are, in the main, apposite and helpful. Moreover, they represent the scholarship of a man of good judgment. This is not the place in which to call attention to particular errors either of fact or of judgment.

The book suffers most typographically. There are at least forty misprints in the notes and more than fifty in the text itself. Besides, the number of wrong references in the notes is appalling. However, as nobody but a reviewer is likely ever to notice that kind of error, no great harm is done.

I should sum up by saying that the book is one that I should recommend students to have in the reading of Herodotus.

GEORGE E. HOWES

WILLIAMS COLLEGE

Didaktik und Methodik des lateinischen Unterrichts. Von P. DETTWEILER. Second Edition. Munich: C. H. Beck'sche Verlagsbuchhandlung, 1906. Pp. vi + 268. In paper covers, M. 5; bound, M. 6.

This book is one of the sections of a *Handbuch der Erziehungs- und Unterrichtslehre für höhere Schulen*. The first part of the present volume contains a historical sketch of Latin instruction in Germany, and a discussion of the value and position of Latin in the schools and of the general principles that should govern the instruction in it. The second and larger part is taken up with a detailed consideration of the teaching material, aims, and methods to be employed in the different classes of the *Gymnasium*. At the end are added two short chapters on Latin instruction in the *Realgymnasium* and the *Reformgymnasium*. Exhaustive bibliographies precede the chapters throughout the book.

The author is in sympathy with the recent modifications of the gymnasial course as regards Latin, namely, the restriction of the Latin exercise, especially in the higher classes, and the consequent greater concentration upon the authors themselves. He also commends unreservedly the movement to correlate the work in Latin more closely with the other work of the school and to aim more consciously and directly at the forming of the pupil's character and ideals wherever the work in Latin offers an opportunity. While the inculcation of clear and correct grammatical principles and the training in scientific thinking will continue to be one of the main objects of the study, the amount of grammar is to be confined to that of real importance, with more stress upon logical and psychological relations than upon the acquisition of a multitude of details.

The insistent demands made, especially by the recent Prussian regulations, for better results in German, are regarded by the author as just, and he believes that much more can be gained under the new rules, not only in the effective handling of the mother tongue, but also in general training and culture, than was actually attained under the tyranny of the *extemporale*. Latin composition has its main value in the lower grades of the *Gymnasium*, as an aid to the formation of habits of precise thinking and the thorough acquisition of the elements of the language. But beyond a certain point it tends to fall into a barren round of more or less mechanical repetition of things already well known, or it is forced to deal with subtle distinctions and exceptional usages which are, at most, of rare occurrence in the authors read.

On the other hand, translating into the mother tongue, and especially careful written translation, carefully corrected and discussed by the instructor, brings the pupil's activity into line with all his other work and experience, and, if properly done, will refine and strengthen his hold on ideas as nothing else can. A warning runs through the book against the danger of mere "word-translation," and the author insists again and again on the necessity of making sure that the boys are really thinking of something while they glibly make their verbal transfer. There must be at all times the closest co-operation between the teacher and pupil in gradually making a way into the heart of the difficulties, and pupils should be given credit for reporting points where they fail to succeed, no less than for presenting their finished work.

One is inclined to envy the Germans the thoroughness of their system which enables a new teacher to take up the work of a class at any point without loss of time in the smallest grammatical detail. The common practice, moreover, of putting the instruction in Latin (and Greek), history, and the mother tongue into the hands of the same teacher is one which deserves to be carefully considered by ourselves. There is reason for confining a teacher to one subject only when the interests of the subject rather than the interests of the pupils are to be served primarily.

A few points in the book invite criticism. It looks like an excess of moral seriousness and patriotic anxiety to exclude Latin comedy from the *Gymnasium* and to let no passage in a Latin author escape if it can be shown to have a bearing

on Germany's history or her present problems. One must find serious fault also with Dettweiler's proposal to read no complete book but only extracts from Livy, Tacitus' *Annals*, or Cicero's rhetorical or philosophical works. Surely, one of the first moral principles to be taught when dealing with a work of literature is the right of the author to have it respected in the form which he himself gave it.

While the book is written for German teachers and from a German standpoint, it will be found unusually stimulating by everyone. Its countless suggestions are made after such a fair and careful statement of conditions and problems, that it is hard to say anything against them, even where one feels inclined to disagree. The treatment throughout is thorough and sane, and presents a hopeful and progressive plan for making Latin instruction in the *Gymnasium* even more effective than it was when it commanded more hours a week.

JOHN J. SCHLICHER

Herculaneum, Past, Present, and Future. By CHARLES WALDSTEIN
AND LEONARD SHOORIDGE. London: Macmillan, 1908. Pp.
xxii + 324. \$5.00 net.

The publishers are to be congratulated on the sumptuous appearance of this work. Paper and typography are of the best. There are ten of Dujardin's admirable photogravure plates, one colored plate and forty-eight well-executed halftone plates. The dark-blue buckram cover, stamped with the figure of the seated Mercury in shaded gilt, is in excellent taste.

The avowed purpose of the book is to create the conviction that Herculaneum is the one site above all others deserving to be excavated. In the pursuit of this purpose somewhat more than a third of the text is devoted to the ancient life-history of the town, the mode of its destruction in 79 A.D., and the results of excavations already carried on there. The narrative is compiled from the best sources and deserves a cordial welcome. It is no fault of the authors' that Herculaneum, as thus far known, does not, apart from the artistic treasures which it has yielded up, have much to tell us regarding ancient Roman civilization.

These artistic treasures include many admirable things, as the plates of this work abundantly show. In my opinion, however, the authors have been led into making extravagant claims regarding the "Greek" character of the art revealed at Herculaneum. The untrained reader of these pages would hardly appreciate that, with the exception of the archaic head shown on photogravure Plate V, all the sculptures found at Herculaneum were certainly or almost certainly executed within the hundred or at most the hundred and fifty years preceding the destruction of the city. Indeed the language of the text is sometimes positively misleading, as when the bust of Dionysos on the same Plate V is described (p. xviii) as "archaic, first half fifth century B.C.," although the form of the piece shows that it was not made before the Roman period. To be sure, the head is in all probability a copy from a Greek original; but so, for that matter, are many of the